
SOUTH DAKOTA LANGUAGE ARTS CONTENT STANDARDS



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South Dakota Language Arts Content Standards

INTRODUCTION/OVERVIEW

PREFACE

These Language Arts Standards are set forth to ensure that graduates of South Dakota's schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities.

South Dakota Codified Law 13-3-48 addresses the issue of challenging state content standards. The adopted amendment reads as follows: "The secretary of the Department of Education shall prepare and submit for approval of the South Dakota Board of Education academic content standards in language arts, mathematics, social studies, and science for kindergarten through grade twelve. Each school district shall adopt and implement clearly defined and measurable course guidelines so as to meet the state academic content standards."

With input from students, parents, teachers, and communities of South Dakota, the Language Arts Standards Committee was charged with revision of the current South Dakota Content Standards and Performance Descriptors. The final document evolved from recent research in best practices in teaching, the **No Child Left Behind** legislation, experience in classrooms with the existing South Dakota Content Standards, the evolution of published standards from other states, the National Assessment of Educational Progress (NAEP) Frameworks and descriptors, International Reading Association/National Council of Teachers of English standards for the English Language Arts, numerous professional publications, and lengthy discussions by experienced kindergarten through grade sixteen, South Dakota educators.

The content students need to acquire at each grade level is stated explicitly in these standards. With student mastery of this content, South Dakota schools will be competitive with the best educational systems in other states and nations. The standards are comprehensive and specific, they are rigorous, and they represent South Dakota's commitment to excellence. The standards are firm but not unyielding; they will be modified in future years to reflect new research and scholarship.

THE PURPOSE OF THE SOUTH DAKOTA STANDARDS DOCUMENT

The South Dakota standards provide a listing of essential core content to be taught and learned. The standards are designed to guide the planning of curriculum and to anchor the assessment of learning from kindergarten through twelfth grade. Performance descriptors bridge the content standards to assessments of the standards, provide information to teachers and students regarding student progress toward mastery of the standards, and give them specific targets for instruction and learning. The standards provide a common set of goals and expectations for all students in all schools.

KEY CONSIDERATIONS FOR STANDARDS DEVELOPMENT

As students move from kindergarten through grade 12, levels of cognitive demand and complexity of content, skills, and processes increase. New skills emerge, and basic skills are subsumed within more advanced skills as students progress through the grades. Grade-level standards specify what students should know and have mastered at the end of each grade level, while curriculum specifies what teachers will teach. Teachers are charged with introducing skills in earlier grades before mastery is expected and with reviewing skills students will need to use in mastering the grade-level standards. For this reason, teachers must be aware of and skilled in teaching the content, skills, and processes described in standards immediately below and above as well as at their own grade-level assignment.

FORMAT OF THE STANDARDS DOCUMENT

The comprehensive standards document for language arts is divided into three separate strands: reading, writing and listening, viewing and speaking. Each strand is divided into key learning concepts, called **indicators**. **Standards** represent expected outcomes for students completing each grade level. Although the standards define three separate strands of language arts, these three strands are integrative and meant to work together to inform and enrich each other. The division of language arts into separate standards and strands is merely a method that allows us to highlight the special features of each and to identify developmentally appropriate skills and behaviors. The document is organized by grade so that a student, parent, classroom teacher, administrator, or school board member can quickly review what learning outcome is expected at each specific grade.

The standards are the targets all students need to meet at the proficient level by the end of each grade level. The standards are organized by grade level so a student, parent, classroom teacher, administrator, or local school board member can quickly review what learning is expected at each specific grade. The Bloom's Taxonomy level of cognitive challenge is listed in the standards document to make clear the level at which each standard should be assessed.

All standards in each grade level need to be met at the proficient level by the time students are tested for these skills on the state assessments. For early grades not assessed on the state assessments, students need to master the standards at each grade level in order to be adequately prepared to meet the next grade-level standards and subsequently, to achieve the proficient level at the grade levels tested.

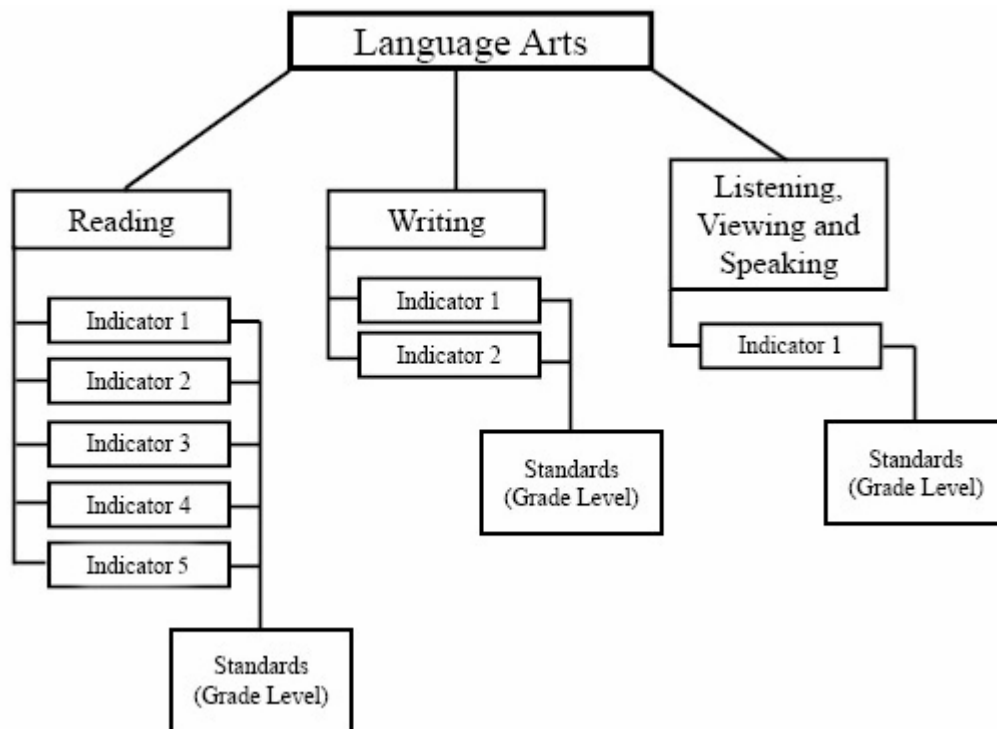
The standards are also provided in a side-by-side format and a K-12 format so the alignment of standards from grade to grade is immediately apparent. This section of the document contains indicators and grade-level standards.

- **Indicators** are the common threads that represent expected outcomes for all students preparing to graduate from South Dakota schools.
- **Grade-level content standards** represent expected outcomes for students completing each grade level.

The performance descriptors are organized into proficiency levels. These proficiency levels describe how a student at that level would be expected to perform the grade-level standards. To identify increasing proficiency in language arts, the levels are labeled as follows:

- **Advanced:** A student performing at the advanced level exceeds expectations for that grade level. The student is able to perform the content standards for the grade at a high level of difficulty, complexity, or fluency beyond that specified by the grade-level standards.
- **Proficient:** A student performing at the proficient level meets expectations for that grade level. The student is able to perform the content standards for the grade at the level of difficulty, complexity, or fluency specified by the grade-level standards.
- **Basic:** A student performing at the basic level performs below expectations for that grade level. The student is able to perform some of the content standards for the grade below the level of difficulty, complexity, or fluency specified by the grade-level standards.

A student performing below the basic level is unable to perform the content standards for the grade. Therefore, no description is provided below the basic level.



ADDITIONAL RESOURCES

This document uses appropriate language arts terminology, so a reader may occasionally encounter an unfamiliar term. In order to assist the reader with terminology used in this document, a **glossary** has been written with specific definitions to clarify intended meaning.

A resource list is provided in the appendix as a sampling of possible information sources for teachers to use. Because new resources are constantly becoming available, this list is in no way intended to be an exhaustive or specified list of resources teachers are required to use. The reader is

also cautioned that electronic media sites often change addresses. Use of a search engine is sometimes required to locate the resources when addresses change.

A MESSAGE TO TEACHERS, PRINCIPALS, SUPERINTENDENTS, AND OTHERS WHO WILL USE THE DOCUMENT

The content standards revision committee was made up of a group of K-16 teachers who pooled their thoughts and experiences to provide a starting place for reaching our goal: each student mastering each standard to at least the proficient level.

A set of standards is simply a place to begin—they lay the foundation for measurable, consistent, high-level student learning; however, teachers must consider their individual students and select the methods that will work best for their classrooms. It is our hope that these ideas will help our fellow teachers create interesting and challenging lessons. We trust our colleagues and do not wish this document to appear proscriptive. **The curriculum of each district must provide students with rigor and topics beyond those of the standards in order to ensure mastery.**

Clearly, there is more to teaching and learning than these standards. Adjustments will need to be made for those students who exceed the standards, and for those who cannot easily meet them. Use these standards as a starting point to create an environment where students can learn to live and thrive in a constantly changing, increasingly complex world.

IMPORTANT NOTE TO TEACHERS: Because the standards have been vertically aligned K-12 to assure rigor, it is imperative that all content area teachers are aware of where their students have been, need to be, and are going in order to meet graduation requirements.

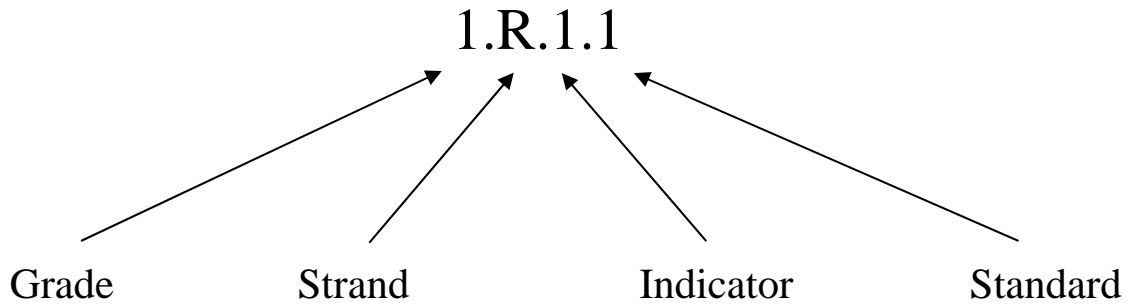
CONCLUSION

Recognize that this document is designed as a foundation guide for schools in the planning of language arts curriculum from kindergarten through twelfth grade. A close look demonstrates that, at every grade level, students apply similar language skills and concepts as they use increasingly more complex materials to build upon and refine their knowledge, gaining sophistication and independence as they grow.

Guide to the Numbering and Symbol System

Used in the Document

Standards are coded to cross-reference grades, strands, indicators, and standards.



Grade refers to the grade level at which the standards are to be mastered by students.

Strand refers to the major area of language arts (e.g. reading; writing; listening, viewing and speaking) in this group of standards address. These strands are coded:

R for Reading

W for Writing

LVS for Listening, Viewing and Speaking

Indicator refers to the number of the indicator for this goal or strand. Each goal has one or more related indicators that describe key aspects of the goal.

Standard refers to the number of the grade-level standard for the indicator. Each indicator has one or more grade-level standard(s) that describes what students will know and be able to do related to the indicator at the specific grade level.

Kindergarten Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Application) | K.W.1.1 Students can draw a picture and write a simple sentence about the picture. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Application) | K.W.2.1 Students can write a simple sentence using a capital letter and phonetic spelling. |
| (Application) | K.W.2.2 Students can write the letters that match sounds in words. |
| (Application) | K.W.2.3 Students can write upper- and lower-case letters. |

**Kindergarten Writing
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Kindergarten students performing at the advanced level: <ul style="list-style-type: none">• compose detailed pictures and sentences;• write a sentence using a capital letter and a period;• write three- and four-letter words;• write words and use correct spacing. |
| Proficient | Kindergarten students performing at the proficient level: <ul style="list-style-type: none">• draw a picture and write a simple sentence about the picture;• write a simple sentence using a capital letter and phonetic spelling;• write the letters that match sounds in words;• write upper- and lower-case letters. |
| Basic | Kindergarten students performing at the basic level: <ul style="list-style-type: none">• draw and label pictures;• write words or phrases using phonetic spelling. |

Kindergarten Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Knowledge) | K.LVS.1.1 Students can follow simple two-step oral directions. |
| (Application) | K.LVS.1.2 Students can follow rules of conversation in group situations. |
| (Application) | K.LVS.1.3 Students can identify different facial expressions, body language, and signals. |
| (Application) | K.LVS.1.4 Students can use patterns and picture organizers to remember everyday information. |
| (Comprehension) | K.LVS.1.5 Students can speak in complete sentences to tell about people, places, or things. |
| (Application) | K.LVS.1.6 Students can contribute to group discussions on a topic. |
| (Application) | K.LVS.1.7 Students can tell about an experience or story in sequence with or without visual aids. |
| (Knowledge) | K.LVS.1.8 Students can recite short poems, rhymes, songs, and stories with repeated patterns. |
| (Knowledge) | K.LVS.1.9 Students can identify personal and emergency information. |

Kindergarten Listening, Viewing, and Speaking Performance Descriptors

| | |
|-------------------|---|
| Advanced | Kindergarten students performing at the advanced level: <ul style="list-style-type: none"> • follow three-step directions; • listen for a purpose; • respond appropriately to different facial expressions, body language, and signals; • express their opinion in complete sentences; • formulate questions and express ideas on a topic; • tell a story in sequence with details; • identify extended personal and emergency information. |
| Proficient | Kindergarten students performing at the proficient level: <ul style="list-style-type: none"> • follow simple two-step oral direction; • follow rules of conversation in group situations; • identify different facial expressions, body language, and signals; • use patterns and picture organizers to remember everyday information; • speak in complete sentences to tell about people, places, or things; • contribute to a group discussion on a topic; • tell about an experience or story in sequence with or without visual aids; • recite short poems, rhymes, songs, and stories with repeated patterns; • identify personal and emergency information. |
| Basic | Kindergarten students performing at the basic level: <ul style="list-style-type: none"> • follow a one-step direction; • raise their hand and wait to be called upon; • name different facial expressions, body language and signals; • locate information in patterns and picture organizers; • use words or phrases to describe people, places, or things; • listen to a group discussion and answer specific questions; • tell an experience or story with teacher prompts; • recite phrases or parts of poems, rhymes, songs, and stories; • identify personal information. |

First Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Application) | 1.W.1.1 Students can illustrate and write text to express thoughts and ideas. |
| (Application) | 1.W.1.2 Students can include details in pictures and writing. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Application) | 1.W.2.1 Students can write complete sentences using capital letters and periods. |
| (Application) | 1.W.2.2 Students can correctly spell three- and four-letter words and high-frequency words. |
| (Application) | 1.W.2.3 Students can write legibly and space words within a sentence. |

**First Grade Writing
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | First grade students performing at the advanced level: <ul style="list-style-type: none">• write and organize a three-sentence paragraph;• include descriptive detailed language and word choice when writing a story;• use other punctuation marks in addition to periods in writing;• write legibly and space words and sentences correctly;• correctly spell words of five or more letters. |
| Proficient | First grade students performing at the proficient level: <ul style="list-style-type: none">• illustrate and write text to express thoughts and ideas;• include details in pictures and writing;• write complete sentences using capital letters and periods;• correctly spell three- and four-letter words and high-frequency words;• write legibly and space words within a sentence. |
| Basic | First grade students performing at the basic level: <ul style="list-style-type: none">• draw a picture and write a simple sentence;• write a simple sentence using a capital letter;• spell three- and four-letter words phonetically;• write lower-case and capital letters legibly. |

First Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Application) | 1.LVS.1.1 Students can repeat and follow three-step oral directions. |
| (Application) | 1.LVS.1.2 Students can follow rules of conversation in a group situation. |
| (Application) | 1.LVS.1.3 Students can utilize visual organizers which include words for listening and viewing. |
| (Comprehension) | 1.LVS.1.4 Students can tell stories in sequence with details. |
| (Synthesis) | 1.LVS.1.5 Students can express ideas in complete sentences using correct grammar. |
| (Comprehension) | 1.LVS.1.6 Students can answer questions related to the topic. |
| (Knowledge) | 1.LVS.1.7 Students can tell extended personal information. |

**First Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | First grade students performing at the advanced level: <ul style="list-style-type: none"> • follow the rules of conversation and ask appropriate questions; • tell stories using details, voice, and word choice; • express ideas in complete and detailed sentences using correct grammar; • ask and answer questions related to the topic; • utilize extended personal information in different contexts. |
| Proficient | First grade students performing at the proficient level: <ul style="list-style-type: none"> • repeat and follow three-step oral directions; • follow the rules of conversation in a group situation; • utilize visual organizers which include words for listening and viewing; • tell stories in sequence with details; • express ideas in complete sentences using correct grammar; • answer questions related to the topic; • tell extended personal information. |
| Basic | First grade students performing at the basic level: <ul style="list-style-type: none"> • repeat and follow two-step oral directions; • follow the rules of conversation when speaking to one person; • use patterns and visual organizers to recall everyday information; • tell stories in sequence; • express ideas in complete sentences; • contribute to group discussions; • tell first and last name, phone number, emergency contact name and 911. |

Second Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Synthesis) | 2.W.1.1 Students can write three related sentences. |
| (Application) | 2.W.1.2 Students can write a friendly letter. |
| (Application) | 2.W.1.3 Students can write questions and statements. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Application) | 2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter. |
| (Application) | 2.W.2.2 Students can capitalize proper names, days of the week, and months of the year when writing. |
| (Application) | 2.W.2.3 Students can spell high-frequency words as well as words with phonetic elements. |
| (Application) | 2.W.2.4 Students can form letters accurately, and space words and sentences correctly. |

**Second Grade Writing
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Second grade students performing at the advanced level: <ul style="list-style-type: none"> • write a paragraph; • write a multi-paragraph letter; • write questions and statements when writing a story; • capitalize holidays, and titles of people when writing. |
| Proficient | Second grade students performing at the proficient level: <ul style="list-style-type: none"> • write three related sentences; • write a friendly letter; • write questions and statements; • use periods and question marks in writing and commas in the greeting and closing of a friendly letter; • capitalize proper names, days of the week, and months of the year when writing; • spell high frequency as well as words with phonetic elements; • form letters accurately, and space words and sentences correctly. |
| Basic | Second grade students performing at the basic level: <ul style="list-style-type: none"> • write three non-related sentences; • write a friendly letter with assistance; • write a statement; • use periods and question marks in writing; • capitalize days of the week; • spell high frequency words with phonetic elements; • form letters correctly. |

Second Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Application) | 2.LVS.1.1 Students can repeat and follow four-step oral directions. |
| (Application) | 2.LVS.1.2 Students can follow rules of conversation and respond appropriately. |
| (Analysis) | 2.LVS.1.3 Students can utilize graphic organizers to organize information gained through listening or viewing. |
| (Synthesis) | 2.LVS.1.4 Students can deliver information on topics using facts and details. |
| (Application) | 2.LVS.1.5 Students can express ideas using content area vocabulary. |
| (Analysis) | 2.LVS.1.6 Students can ask and respond to questions related to the topic. |

**Second Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | Second grade students performing at the advanced level: <ul style="list-style-type: none"> • repeat and follow complex four-step oral directions; • state, follow, and respond to the rules of conversation without reminders; • create and use their own graphic organizer to organize information through listening or viewing; • extend ideas using content area vocabulary; |
| Proficient | Second grade students performing at the proficient level: <ul style="list-style-type: none"> • repeat and follow simple four-step oral directions; • follow the rules of conversation and respond appropriately; • utilize graphic organizers to organize information gained through listening or viewing; • deliver information on topics using facts and details; • express ideas using content area vocabulary; • ask and respond to questions related to the topic. |
| Basic | Second grade students performing at the basic level: <ul style="list-style-type: none"> • repeat and follow simple three-step oral directions; • follow the rules of conversation; • use graphic organizers with teacher/peer assistance; • discuss topics using facts and details when prompted; • use content area vocabulary when prompted; • ask and respond to questions related to the topic when prompted. |

Writing

Indicator 1: Students can apply the writing process to compose text.

| Kindergarten | 1st Grade | 2nd Grade |
|---|--|---|
| K.W.1.1 (Application) Students can draw a picture and write a simple sentence about the picture. | 1.W.1.1 (Application) Students can illustrate and write text to express thoughts and ideas. | 2.W.1.1 (Synthesis) Students can write three related sentences. |
| | 1.W.1.2 (Application) Students can include details in pictures and writing. | 2.W.1.2 (Application) Students can write a friendly letter. |
| | | 2.W.1.3 (Application) Students can write questions and statements. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Kindergarten | 1st Grade | 2nd Grade |
|---|--|--|
| K.W.2.1 (Application) Students can write a simple sentence using a capital letter and phonetic spelling. | 1.W.2.1 (Application) Students can write complete sentences using a capital letters and periods. | 2.W.2.1 (Application) Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter. |
| K.W.2.2 (Application) Students can write the letters that match sounds in words. | 1.W.2.2 (Application) Students can correctly spell three- and four-letter words and high-frequency words. | 2.W.2.2 (Application) Students can capitalize proper names, days of the week and months of the year when writing. |
| K.W.2.3 (Application) Students can write upper- and lower-case letters. | 1.W.2.3 (Application) Students can write legibly and space words within a sentence. | 2.W.2.3 (Application) Students can spell high-frequency as well as words with phonetic elements. |
| | | 2.W.2.4 (Application) Students can form letters accurately, and space words and sentences correctly. |

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Kindergarten | 1st Grade | 2nd Grade |
|--|--|---|
| K.LVS.1.1 (Knowledge) Students can follow simple two-step oral directions. | 1.LVS.1.1 (Application) Students can repeat and follow three-step oral directions. | 2.LVS.1.1 (Application) Students can repeat and follow simple four-step oral directions. |
| K.LVS.1.2 (Application) Students can follow rules of conversation in group situations. | 1.LVS.1.2 (Application) Students can follow the rules of conversation in a group situation. | 2.LVS.1.2 (Application) Students can follow the rules of conversation and respond appropriately. |
| K.LVS.1.3 (Application) Students can identify different facial expressions, body language, and signals. | 1.LVS.1.3 (Application) Students can utilize visual organizers which include words for listening and viewing. | 2.LVS.1.3 (Analysis) Students can utilize graphic organizers to organize information gained through listening or viewing. |
| K.LVS.1.4 (Application) Students can use patterns and picture organizers to remember everyday information. | 1.LVS.1.4 (Comprehension) Students can tell stories in sequence with details. | 2.LVS.1.4 (Synthesis) Students can deliver information on topics using facts and details. |
| K.LVS.1.5 (Comprehension) Students can speak in complete sentences to tell about people, places, or things. | 1.LVS.1.5 (Synthesis) Students can express ideas in complete sentences using correct grammar. | 2.LVS.1.5 (Application) Students can express ideas using content area vocabulary. |
| K.LVS.1.6 (Application) Students can contribute to group discussions on a topic. | 1.LVS.1.6 (Comprehension) Students can answer questions related to the topic. | 2.LVS.1.6 (Analysis) Students can ask and respond to questions related to the topic. |
| K.LVS.1.7 (Application) Students can tell about an experience or story in sequence with or without visual aids. | 1.LVS.1.7 (Knowledge) Students can tell extended personal information. | |
| K.LVS.1.8 (Knowledge) Students can recite short poems, rhymes, songs and stories with repeated patterns. | | |
| K.LVS.1.9 (Knowledge) Students can identify personal and emergency information. | | |

Third Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Knowledge) | 3.W.1.1 Students can write statements, questions, commands, and exclamations. |
| (Application) | 3.W.1.2 Students can identify a topic sentence, supporting details, and a conclusion in a paragraph. |
| (Application) | 3.W.1.3 Students can write a paragraph using supporting details. |
| (Application) | 3.W.1.4 Students can write a friendly letter, thank you notes, and invitations. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Knowledge) | 3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people. |
| (Application) | 3.W.2.2 Students can use commas when writing dates, city and state, and items in a series. |
| (Application) | 3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences. |
| (Application) | 3.W.2.4 Students can identify and incorporate interjections in the writing process. |

Third Grade Writing Performance Descriptors

| | |
|-------------------|--|
| Advanced | <p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compose a paragraph with indentation, a topic sentence, supporting details, and a conclusion; incorporating questions, commands, statements and/or exclamations; • write friendly letters, thank you notes, invitations, letter to the editor or principal; • capitalize newspapers, magazines, first words in quotations, names, holidays, special events, book and story titles, and titles of people; • use commas in dates; city and state; and items in a series; and quotation marks in dialogue; • write legibly in cursive with proper spacing in a paragraph; • write a paragraph using multiple interjections. |
| Proficient | <p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • write statements, questions, commands, and exclamations; • identify a topic sentence, supporting details, and a conclusion in a paragraph; • write a paragraph using supporting details; • write a friendly letter, thank you notes, and invitations; • capitalize geographical names, holidays, special events, titles of books and stories, and titles of people; • use commas when writing dates, city and state, and items in a series; • write in manuscript and/or cursive with proper spacing of words and sentences; • identify and incorporate interjections in the writing process. |
| Basic | <p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none"> • write a statement and a question; • write three sentences about a topic; • write friendly letters, thank you notes, or invitations with proper capitalization and punctuation with assistance; • write in manuscript with proper spacing. |

Third Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Knowledge) | 3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation. |
| (Comprehension) | 3.LVS.1.2 Students can recall the content of a visual and auditory presentation. |
| (Synthesis) | 3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary. |
| (Application) | 3.LVS.1.4 Students can demonstrate presentation skills. |

Third Grade Listening, Viewing, and Speaking Performance Descriptors

| | |
|-------------------|---|
| Advanced | Third grade students performing at the advanced level: <ul style="list-style-type: none"> • incorporate listening and viewing strategies to identify the purpose and content of a presentation; • explain the content of visual and auditory presentations; • incorporate expanding vocabularies into a presentation; • demonstrate presentation skills by using technology. |
| Proficient | Third grade students performing at the proficient level: <ul style="list-style-type: none"> • incorporate listening and viewing strategies to identify the content of the presentation; • recall the content of a visual and auditory presentation; • deliver a presentation incorporating descriptive vocabulary; • demonstrate presentation skills. |
| Basic | Third grade students performing at the basic level: <ul style="list-style-type: none"> • incorporate listening and viewing strategies with reminders; • recall the main idea of visual and auditory presentations; • deliver a dramatic or informational presentation. |

Fourth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Synthesis) | 4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature. |
| (Synthesis) | 4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections. |
| (Synthesis) | 4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Application) | 4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. |
| (Application) | 4.W.2.2 Students can identify and incorporate nouns in the writing process. |

**Fourth Grade Writing
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Fourth grade students performing at the advanced level: <ul style="list-style-type: none"> • compose a narrative and descriptive text with multiple paragraphs that include topic sentences, supporting details, and conclusions; • use capitalization and punctuation consistently in their writing; • use parts of speech correctly in writing a paragraph; • create a paragraph by using descriptive words to describe, explain, provide details, and make connections. |
| Proficient | Fourth grade students performing at the proficient level: <ul style="list-style-type: none"> • express ideas, personal thoughts, and observations in response to literature; • create sentences by using words that describe, explain, or provide additional details and connections; • compose a narrative paragraph with a topic sentence, supporting details, and a conclusion; • capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations; • identify and incorporate nouns in the writing process. |
| Basic | Fourth grade students performing at the basic level: <ul style="list-style-type: none"> • write a paragraph to explain or describe a topic; • identify common and proper nouns (geographical names, holidays, special events, book titles and titles of people). |

Fourth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Application) | 4.LVS.1.1 Students can identify and explain the purpose of the presentation through listening and viewing. |
| (Comprehension) | 4.LVS.1.2 Students can record and explain information while listening and viewing. |
| (Synthesis) | 4.LVS.1.3 Students can express ideas and convey information in an oral presentation. |
| (Synthesis) | 4.LVS.1.4 Students can incorporate expanding vocabularies into a formal presentation. |
| (Synthesis) | 4.LVS.1.5 Students can integrate nonverbal techniques in oral communication. |

**Fourth Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Fourth grade students performing at the advanced level: <ul style="list-style-type: none">• identify and explain the purpose and content of a visual and auditory presentation;• record and interpret information using listening and viewing skills;• express ideas and convey information with the use of multimedia in an oral presentation. |
| Proficient | Fourth grade students performing at the proficient level: <ul style="list-style-type: none">• identify and explain the purpose of the presentation through listening and viewing;• record and explain information while listening and viewing;• express ideas and convey information in an oral presentation;• incorporate expanding vocabularies into a formal presentation;• integrate nonverbal techniques in oral presentations. |
| Basic | Fourth grade students performing at the basic level: <ul style="list-style-type: none">• listen and view to identify the content of the presentation;• listen and identify the main idea of a presentation and one piece of evidence;• express ideas in an oral presentation. |

Fifth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Application) | 5.W.1.1 Students can compose narrative, and descriptive text of one paragraph. |
| (Synthesis) | 5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Application) | 5.W.2.1 Students can punctuate and capitalize text including dialogue. |
| (Synthesis) | 5.W.2.2 Students can identify and incorporate verbs in the writing process. |

**Fifth Grade Writing
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | Fifth grade students performing at the advanced level: <ul style="list-style-type: none">• compose narrative and descriptive text with three or more paragraphs;• compare and contrast readers' responses to text through writing;• punctuate, capitalize and indent text, including dialogue in a paragraph;• identify and explain use of verbs in the writing process. |
| Proficient | Fifth grade students performing at the proficient level: <ul style="list-style-type: none">• compose narrative, descriptive, expository, and persuasive text of one paragraph;• express ideas; reflect on personal thoughts, opinions and observations; and response to literature through writing;• punctuate and capitalize text including dialogue;• identify and incorporate verbs in the writing process. |
| Basic | Fifth grade students performing at the basic level: <ul style="list-style-type: none">• compose a personal narrative using a topic sentence, supporting details and a conclusion;• writes personal thoughts in response to text;• punctuate and capitalize a simple sentence containing dialogue;• identify verbs. |

Fifth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Knowledge) | 5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing. |
| (Comprehension) | 5.LVS.1.2 Students can explain the purpose and content of the presentation. |
| (Application) | 5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing. |
| (Application) | 5.LVS.1.4 Students can deliver a narrative oral presentation. |

**Fifth Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Fifth grade students performing at the advanced level: <ul style="list-style-type: none"> • interpret the purpose and content of the presentation using verbal and nonverbal cues; • select, organize, and explain relevance of information gathered through listening and viewing; • deliver a narrative oral presentation using multimedia. |
| Proficient | Fifth grade students performing at the proficient level: <ul style="list-style-type: none"> • identify the purpose and content of a presentation through listening and viewing; • explain the purpose and content of the presentation; • select and organize relevant information gathered through listening and viewing; • deliver a narrative oral presentation. |
| Basic | Fifth grade students performing at the basic level: <ul style="list-style-type: none"> • listen and/or view to identify specified information within the presentation; • identify the content of the presentation; • select relevant information gathered through listening and viewing; • express ideas and convey information in an oral presentation. |

Writing

Indicator 1: Students can apply the writing process to compose text.

| 3 rd Grade | 4 th Grade | 5 th Grade |
|---|---|---|
| 3.W.1.1 (Knowledge) Students can write statements, questions, commands, and exclamations. | 4.W.1.1 (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature. | 5.W.1.1 (Application) Students can compose narrative, descriptive, expository, and persuasive text of one paragraph. |
| 3.W.1.2 (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph. | 4.W.1.2 (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections. | 5.W.1.2 (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing. |
| 3.W.1.3 (Application) Students can write a paragraph using supporting details. | 4.W.1.3 (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion. | |
| 3.W.1.4 (Application) Students can write a friendly letter, thank you notes, and invitations. | | |

Indicator 2: Students can apply Standard English conventions in their writing.

| 3 rd Grade | 4 th Grade | 5 th Grade |
|--|---|---|
| 3.W.2.1 (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people. | 4.W.2.1 (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. | 5.W.2.1 (Application) Students can punctuate and capitalize text including dialogue. |
| 3.W.2.2 (Application) Students can use commas when writing dates, city and state, and items in a series. | 4.W.2.2. (Application) Students can identify and incorporate nouns in the writing process. | 5.W.2.2 (Synthesis)) Students can identify and incorporate verbs in the writing process. |
| 3.W.2.3 (Application) Students can write in manuscript and/or cursive with proper spacing of words and sentences. | | |
| 3.W.2.4 (Application) Students can identify and incorporate interjections in the writing process. | | |

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| 3rd Grade | 4th Grade | 5th Grade |
|---|---|--|
| 3.LVS.1.1 (Knowledge) Students can incorporate listening and viewing strategies to identify the content of the presentation. | 4.LVS.1.1 (Application) Students can identify and explain the purpose of the presentation through listening and viewing. | 5.LVS.1.1 (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing. |
| 3.LVS.1.2 (Comprehension) Students can recall the content of a visual and auditory presentation. | 4.LVS.1.2 (Comprehension) Students can record and explain information while listening and viewing. | 5.LVS.1.2 (Comprehension) Students can explain the purpose and content of the presentation. |
| 3.LVS.1.3 (Synthesis) Students can deliver a presentation incorporating descriptive vocabulary. | 4.LVS.1.3 (Synthesis) Students can express ideas and convey information in an oral presentation. | 5.LVS.1.3 (Application) Students can select and organize relevant information gathered through listening and viewing. |
| 3.LVS.1.4 (Synthesis) Students can demonstrate presentation skills. | 4.LVS.1.4 (Synthesis) Students can incorporate expanding vocabularies into a formal presentation. | 5.LVS.1.4 (Application) Students can deliver a narrative oral presentation. |
| | 4.LVS.1.5 (Synthesis) Students can integrate nonverbal techniques in oral communication. | |

Sixth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Synthesis) | 6.W.1.1 Students can compose narrative and descriptive text of three paragraphs. |
| (Evaluation) | 6.W.1.2 Students can revise the organization in narrative and descriptive writing. |
| (Application) | 6.W.1.3 Students can identify purpose and audience in writing. |
| (Application) | 6.W.1.4 Students can summarize information from references to compose text. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Application) | 6.W.2.1 Students can edit text for subject-verb agreement. |
| (Application) | 6.W.2.2 Students can identify and incorporate pronouns in the writing process. |

**Sixth Grade Writing
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | <p>Sixth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compose narrative, descriptive, and expository text of three paragraphs or more; • revise narrative and descriptive texts by reviewing ideas, sentence, fluency and voice; • independently choose formal or informal writing to address purpose and audience; • can elaborate on key ideas, issues, and/or situations as information is summarized from references to compose text; • edit text for subject-verb agreement, verb tense agreement, and phrases and clauses; • identify and incorporate interjections, nouns, verbs, pronouns, and adjectives. |
| Proficient | <p>Sixth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • compose narrative and descriptive text of three paragraphs; • revise the organization in narrative and descriptive writing; • identify purpose and audience in writing; • summarize information from references to compose text; • edit text for subject-verb agreement; • identify and incorporate pronouns in the writing process. |
| Basic | <p>Sixth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • compose narrative and descriptive texts of less than three paragraphs; • revise the organization in narrative texts; • identify the purpose or audience in writing; • summarize information from references; • edit text; • identify pronouns. |

Sixth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Comprehension) | 6.LVS.1.1 Students can interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues. |
| (Application) | 6.LVS.1.2 Students can organize and present narrative and informative presentations using main ideas and supporting details. |
| (Knowledge) | 6.LVS.1.3 Students can identify facts and opinions in auditory and visual information. |

**Sixth Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Sixth grade students performing at the advanced level: <ul style="list-style-type: none"> • evaluate the purpose and content of the presentation using verbal and nonverbal cues; • organize and present information using cause/effect or problem/solution; • interpret facts and opinions in auditory and visual information. |
| Proficient | Sixth grade students performing at the proficient level: <ul style="list-style-type: none"> • interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues; • organize and present narrative and informative presentations using main ideas and supporting details; • identify facts and opinions in auditory and visual information. |
| Basic | Sixth grade students performing at the basic level: <ul style="list-style-type: none"> • recognize the purpose of the presentations using verbal cues; • organize and present information by main ideas; • identify facts in auditory and visual information. |

Seventh Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Synthesis) | 7.W.1.1 Students can compose expository and persuasive text of three paragraphs. |
| (Evaluation) | 7.W.1.2 Students can revise word choice in writing. |
| (Evaluation) | 7.W.1.3 Students can select language and style for writing. |
| (Synthesis) | 7.W.1.4 Students can summarize and paraphrase information from references to compose text. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Application) | 7.W.2.1 Students can edit text for verb tense agreement. |
| (Application) | 7.W.2.2 Students can identify and incorporate adjectives in the writing process. |

**Seventh Grade Writing
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | <p>Seventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compose and evaluate expository and persuasive writing of three paragraphs or more; • revise writing for word choice, ideas, and content; • identify the purpose and audience and can evaluate language and style for writing; • summarize, paraphrase, and evaluate information from references to compose text; • edit text for verb tense agreement and correct use of modifiers; • identify and incorporate interjections, nouns, verbs, pronouns, adjectives, and adverbs in the writing process. |
| Proficient | <p>Seventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • compose expository and persuasive text of three paragraphs; • revise word choice in writing; • select language and style for writing; • summarize and paraphrase information from references to compose text; • edit text for verb tense agreement; • identify and incorporate adjectives in the writing process. |
| Basic | <p>Seventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • compose expository and persuasive writing of less than three paragraphs; • use feedback to revise word choice in writing; • identify the purpose and audience in writing; • summarize information from references to compose text; • edit text for subject-verb agreement; • identify adjectives in text. |

Seventh Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Evaluation) | 7.LVS.1.1 Students can evaluate the purpose and content of the presentation using listening and viewing skills. |
| (Comprehension) | 7.LVS.1.2 Students can express orally how audience and purpose influence speech format. |
| (Synthesis) | 7.LVS.1.3 Students can create clear and organized descriptive, informative, and narrative presentations. |
| (Evaluation) | 7.LVS.1.4 Students can evaluate the use of facts and opinions expressed in auditory and visual information. |

**Seventh Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | <p>Seventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • evaluate and support the purpose and content of the presentation using listening and viewing skills; • evaluate how audience and purpose influence speech format; • create clear and organized descriptive, informative, and narrative presentations using audio visual aids; • evaluate the use of facts and opinions to determine essential information expressed in auditory and visual information. |
| Proficient | <p>Seventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • evaluate the purpose and content of the presentation using listening and viewing skills; • express orally how audience and purpose influence speech format; • create clear and organized descriptive, informative, and narrative presentations; • evaluate the use of facts and opinions expressed in auditory and visual information. |
| Basic | <p>Seventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • determine the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues; • identify orally that audience or purpose influence speech format; • create an organized descriptive, informative, or narrative presentations; • identify facts and opinions expressed in auditory and visual information. |

Eighth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|---|
| (Synthesis) | 8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs. |
| (Evaluation) | 8.W.1.2 Students can revise writing for ideas and content. |
| (Synthesis) | 8.W.1.3 Students can compose text using information from multiple sources to support a topic. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Application) | 8.W.2.1 Students can edit text for run-on sentences and fragments. |
| (Application) | 8.W.2.1 Students can identify and incorporate adverbs in the writing process. |

**Eighth Grade Writing
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | <p>Eighth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • evaluate and compose narrative, descriptive, expository, and persuasive texts of five or more paragraphs; • revise writing for ideas and content and sentence fluency; • evaluate information from multiple sources to compose text; • edit text for run-on sentences, fragments, and sentence fluency; • identify and incorporate interjections, nouns, verbs, pronouns, adjectives, adverbs, and prepositions in the writing process. |
| Proficient | <p>Eighth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • compose narrative, descriptive, expository, and persuasive text of five paragraphs; • revise writing for ideas and content; • compose text using information from multiple sources to support a topic; • edit text for run-on sentences and fragments; • identify and incorporate adverbs in the writing process. |
| Basic | <p>Eighth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • compose narrative, descriptive, expository, and persuasive texts; • use feedback to revise ideas and content in writing; • compose text using information from a source; • edit text for run-on sentences or fragments; • identify adverbs in writing. |

Eighth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Evaluation) | 8.LVS.1.1 Students can evaluate information in auditory and visual communication. |
| (Analysis) | 8.LVS.1.2 Students can analyze audio/visual aids in presentations. |
| (Application) | 8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose. |
| (Synthesis) | 8.LVS.1.4 Students can deliver a persuasive presentation. |

**Eighth Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Eighth grade students performing at the advanced level: <ul style="list-style-type: none">• evaluate information in auditory and visual communication;• evaluate audio/visual aids to support presentations;• incorporate precise verbal and nonverbal techniques to deliver and clarify an oral presentation for a specific audience and purpose;• deliver and defend a persuasive presentation. |
| Proficient | Eighth grade students performing at the proficient level: <ul style="list-style-type: none">• evaluate information in auditory and visual communication;• analyze audio/visual aids in presentations;• integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose;• deliver a persuasive presentation. |
| Basic | Eighth grade students performing at the basic level: <ul style="list-style-type: none">• identify information in auditory and visual communication;• identify audio or visual aids in presentations;• include verbal techniques in an oral presentation;• deliver a presentation. |

Writing

Indicator 1: Students can apply the writing process to compose text.

| 6 th Grade | 7 th Grade | 8 th Grade |
|--|---|---|
| 6.W.1.1 (Synthesis) Students can compose narrative and descriptive text of three paragraphs. | 7.W.1.1 (Synthesis) Students can compose expository and persuasive text of three paragraphs. | 8.W.1.1 (Synthesis) Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs. |
| 6.W.1.2 (Evaluation) Students can revise the organization in narrative and descriptive writing. | 7.W.1.2 (Evaluation) Students can revise word choice in writing. | 8.W.1.2 (Evaluation) Students can revise writing for ideas and content. |
| 6.W.1.3 (Application) Students can identify purpose and audience in writing. | 7.W.1.3 (Evaluation) Students can select language and style for writing. | 8.W.1.3 (Synthesis) Students can compose text using information from multiple sources to support a topic. |
| 6.W.1.4 (Application) Students can summarize information from references to compose text. | 7.W.1.4 (Synthesis) Students can summarize and paraphrase information from references to compose text. | |

Indicator 2: Students can apply Standard English conventions in their writing.

| 6 th Grade | 7 th Grade | 8 th Grade |
|---|---|--|
| 6.W.2.1 (Application) Students can edit text for subject-verb agreement. | 7.W.2.1 (Application) Students can edit text for verb tense agreement. | 8.W.2.1 (Application) Students can edit text for run-on sentences and fragments. |
| 6.W.2.2 (Application) Students can identify and incorporate pronouns in the writing process. | 7.W.2.2 (Application) Students can identify and incorporate adjectives in the writing process. | 8.W.2.2 (Application) Students can identify and incorporate adverbs in the writing process. |

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| 6 th Grade | 7 th Grade | 8 th Grade |
|---|---|--|
| 6.LVS.1.1 (Comprehension) Students can interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues. | 7.LVS.1.1 (Evaluation) Students can evaluate the purpose and content of the presentation using listening and viewing skills. | 8.LVS.1.1 (Evaluation) Students can evaluate information in auditory and visual communication. |
| 6.LVS.1.2 (Application) Students can organize and present narrative and informative presentations using main ideas and supporting details. | 7.LVS.1.2 (Comprehension) Students can express orally how audience and purpose influence speech format. | 8.LVS.1.2 (Analysis) Students can analyze audio/visual aids in presentations. |
| 6.LVS.1.3 (Knowledge) Students can identify facts and opinions in auditory and visual information. | 7.LVS.1.3 (Synthesis) Students can create clear and organized descriptive, informative, and narrative presentations. | 8.LVS.1.3 (Application) Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose. |
| | 7.LVS.1.4 (Evaluation) Students can evaluate the use of facts and opinions expressed in auditory and visual information. | 8.LVS.1.4 (Synthesis) Students can deliver a persuasive presentation. |

Ninth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Synthesis) | 9.W.1.1 Students can write a thesis statement for an expository or persuasive document. |
| (Evaluation) | 9.W.1.2 Students can revise a document for sentence fluency. |
| (Synthesis) | 9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Application) | 9.W.2.1 Students can revise text for the correct use of phrases. |
| (Application) | 9.W.2.2 Students can identify and incorporate prepositional phrases in the writing process. |

**Ninth Grade Writing
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | <p>Ninth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • write documents using explicit or implicit thesis statements; • revise a document for sentence fluency using varied sentence patterns to create cadence, rhythm, and flow; • write an informational document using primary and secondary sources that are cited in the text and listed on a reference page; • use phrases effectively to enhance writing; • identify prepositional phrases as adjective or adverb phrases. |
| Proficient | <p>Ninth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • write a thesis statement for an expository or persuasive document; • revise a document for sentence fluency; • write an informational document using primary and secondary sources that are listed on a reference page; • revise text for the correct use of phrases; • identify and incorporate prepositional phrases in the writing process. |
| Basic | <p>Ninth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • write a thesis statement for an expository essay; • revise a document for sentence fluency using similar sentence patterns; • write an informational document citing sources; • identify the phrases in text; • identify prepositions. |

Ninth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Analysis) | 9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence. |
| (Synthesis) | 9.LVS.1.2 Students can implement organizational methods for informative presentations. |
| (Application) | 9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting. |
| (Application) | 9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose. |

**Ninth Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | <p>Ninth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • synthesize the use of images, text, and sound in media; • critique organizational methods for informative presentations; • clarify and defend positions with precise and relevant evidence within a formal setting; • implement audio/visual aids and technology based on diverse audiences and purposes to support a presentation. |
| Proficient | <p>Ninth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • analyze the use of images, text, and sound in media for accuracy, validity, and influence; • implement organizational methods for informative presentations; • clarify and defend positions with precise and relevant evidence within an informal setting; • support a presentation with audio/visual aids and technology considering audience and purpose. |
| Basic | <p>Ninth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • demonstrate the use of images, text, and sound in media; • describe organizational methods for informative presentations; • clarify positions with precise and relevant evidence within an informal setting; • implement audio/visual aids and technology based on purpose to support a presentation. |

Tenth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Synthesis) | 10.W.1.1 Students can write text using problem/solution and cause/effect organizational patterns. |
| (Evaluation) | 10.W.1.2 Students can revise a document for voice. |
| (Synthesis) | 10.W.1.3 Students can write a research document that cites sources to support a thesis. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Application) | 10.W.2.1 Students can edit text for the correct use of active and passive voice. |
| (Evaluation) | 10.W.2.2 Students can edit text for the correct use of pronouns and pronoun case. |
| (Evaluation) | 10.W.2.3 Students can edit text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue. |
| (Application) | 10.W.2.4 Students can identify and incorporate conjunctions in the writing process. |

**Tenth Grade Writing
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | <p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • select the most effective organizational pattern for a given writing task; • revise a document for a sincere and original voice; • weave sources into a thesis-supported commentary; • creatively apply active and passive voice and justify choices; • apply editing knowledge of pronouns in formal and informal writing; • defend the use of quotation marks and italics; • edit writing for the correct use of conjunctions in a variety of writings. |
| Proficient | <p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • write text using problem/solution and cause/effect organizational patterns; • revise a document for voice; • write a research document that cites sources to support a thesis; • edit text for the correct use of active and passive voice; • edit text for the correct use of pronouns and pronoun cases; • edit text for correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue; • identify and incorporate conjunctions in the writing process. |
| Basic | <p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify problem/solution and cause/effect organizational pattern; • identify consistent voice; • create a research document that partially supports a thesis; • identify active and passive voice; • recognize pronouns and pronoun cases; • state the rules governing the use of quotation marks and italics; • identify the use of conjunctions in text. |

Tenth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|-------------------------------|--|
| (Analysis) | 10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message. |
| (Evaluation) | 10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers. |
| (Analysis) | 10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message. |
| (Application) | 10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech. |
| (Synthesis) | 10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech. |
| (Evaluation) | 10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations. |
| (Application) | 10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations. |
| (Synthesis) | 10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations. |

**Tenth Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | <p>Tenth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • evaluate visual and auditory impact on the credibility and reliability of the message; • evaluate the effectiveness of arguments used by speakers and make suggestions for improvement; • analyze and demonstrate how verbal and nonverbal communication can influence the interpretation of the message; • clarify, defend, and debate positions with precise and relevant evidence in a formal presentation or speech; • monitor audience for nonverbal feedback and demonstrate strategies to adjust delivery in a formal presentation or speech; • evaluate and apply the relationships among purpose, audience, and content in speeches or presentations; • incorporate diverse verbal techniques to enhance formal speeches or presentations; • construct and deliver and self-assess a variety of formal speeches or presentations. |
| Proficient | <p>Tenth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • analyze visual and auditory impact on the credibility and reliability of the message; • evaluate the effectiveness of arguments used by speakers; • analyze how verbal and nonverbal communication can influence the interpretation of the message; • clarify and defend positions with precise and relevant evidence in a formal presentation or speech; • monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech; • evaluate the relationship among purpose, audience, and content of speeches or presentations; • incorporate verbal techniques in formal speeches or presentations; • construct and deliver a variety of formal speeches or presentations. |
| Basic | <p>Tenth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • describe visual and auditory impact on the credibility of the message; • identify the arguments used by speakers; • recognize how verbal or nonverbal communication can influence the interpretation of the message; • defend a position with minimal evidence in a formal presentation or speech; • monitor audience for nonverbal feedback in a formal presentation or speech; • identify purpose, audience, and content of speeches or presentations; • incorporate basic verbal techniques in formal speeches or presentations; • construct and deliver speeches or presentations. |

Eleventh Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Synthesis) | 11.W.1.1 Students can write text using comparison/contrast organizational patterns. |
| (Synthesis) | 11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Evaluation) | 11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses. |
| (Evaluation) | 11.W.2.2 Students can edit for correct use of verbals and verbal phrases. |
| (Evaluation) | 11.W.2.3 Students can edit for correct use of semicolons and colons. |
| (Evaluation) | 11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses. |

**Eleventh Grade Writing
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | <p>Eleventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • critique the comparison/contrast pattern for its effectiveness; • create an original work that mirrors the same theme as the analyzed work of literature; • defend the use of independent and subordinate clauses; • defend the use of verbals and verbal phrases; • defend the use of semicolons and colons in a document; • defend the use of parentheses, dashes, hyphens, and ellipses in a document. |
| Proficient | <p>Eleventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • write text using comparison/ contrast organizational patterns; • write a document analyzing how a work of literature mirrors the themes and issues of its historical period; • edit text for the correct use of independent and subordinate clauses; • edit for correct use of verbals and verbal phrases; • edit for correct use of semicolons and colons; • edit for correct use of parentheses, dashes, hyphens, and ellipses. |
| Basic | <p>Eleventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify comparison/contrast organizational patterns; • identify how a work of literature mirrors the themes and issues of its historical period; • identify independent and subordinate clauses; • identify verbals and verbal phrases; • state the rule for the use of semicolons and colons; • state the rule for the use of parentheses, dashes, hyphens, and ellipses. |

Eleventh Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Evaluation) | 11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain. |
| (Evaluation) | 11.LVS.1.2 Students can evaluate logical and critical thinking used in communication. |
| (Application) | 11.LVS.1.3 Students can implement rhetorical devices in oral presentations. |

**Eleventh Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|--|
| Advanced | Eleventh grade students performing at the advanced level: <ul style="list-style-type: none">• evaluate and implement strategies used in auditory and visual communications to inform, to persuade, and to entertain;• evaluate and implement logical and critical thinking used in communication;• evaluate and implement rhetorical devices in oral presentations. |
| Proficient | Eleventh grade students performing at the proficient level: <ul style="list-style-type: none">• evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain;• evaluate logical and critical thinking used in communication;• implement rhetorical devices in oral presentations. |
| Basic | Eleventh grade students performing at the basic level: <ul style="list-style-type: none">• identify strategies used in auditory and visual communications to inform, to persuade, and to entertain;• identify logical and critical thinking used in communication;• identify rhetorical devices in oral presentations. |

Twelfth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Synthesis) | 12.W.1.1 Students can generate correspondence for workplace or academic settings. |
| (Synthesis) | 12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action. |
| (Evaluation) | 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation. |

Indicator 2: Students can apply Standard English conventions in their writing.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|---|
| (Evaluation) | 12.W.2.1 Students can edit a document for all conventions. |

**Twelfth Grade Writing
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Twelfth grade students performing at the advanced level: <ul style="list-style-type: none">• generate and appraise correspondence for workplace or academic settings;• write a research document that uses the defense of a position to organize a plan of action;• revise and edit a document to meet publication criteria. |
| Proficient | Twelfth grade students performing at the proficient level: <ul style="list-style-type: none">• generate correspondence for workplace or academic settings;• write a research document which will defend a position or recommend a plan of action;• revise documents for ideas, organization, diction, fluency, voice, and presentation;• edit a document for all conventions. |
| Basic | Twelfth grade students performing at the basic level: <ul style="list-style-type: none">• generate a business letter;• write a research document;• edit a document. |

Twelfth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Bloom's Taxonomy Level | Standards |
|---------------------------------------|--|
| (Evaluation) | 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication. |
| (Evaluation) | 12.LVS.1.2 Students can evaluate the interactions between society and media. |
| (Synthesis) | 12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain. |

**Twelfth Grade Listening, Viewing, and Speaking
Performance Descriptors**

| | |
|-------------------|---|
| Advanced | Twelfth grade students performing at the advanced level: <ul style="list-style-type: none"> • evaluate the relationships of diction, tone, and syntax to purpose and context; • evaluate the interactions between diverse societies and media; • create and narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, or to persuade. |
| Proficient | Twelfth grade students performing at the proficient level: <ul style="list-style-type: none"> • evaluate diction, tone, and syntax used in communication; • evaluate the interactions between society and media; • narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain. |
| Basic | Twelfth grade students performing at the basic level: <ul style="list-style-type: none"> • identify diction, tone, and syntax used in communication; • describe the interactions between society and media; • narrate a multimedia presentation that combines text, images, and sounds to inform. |

Writing

Indicator 1: Students can apply the writing process to compose text.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|---|---|---|
| 9.W.1.1 (Synthesis) Students can write a thesis statement for an expository or persuasive document. | 10.W.1.1 (Synthesis) Students can write text using problem/solution and cause/effect organizational patterns. | 11.W.1.1 (Synthesis) Students can write text using comparison/contrast organizational patterns. | 12.W.1.1 (Synthesis) Students can generate correspondence for workplace or academic settings. |
| 9.W.1.2 (Evaluation) Students can revise a document for sentence fluency. | 10.W.1.2 (Evaluation) Students can revise a document for voice. | 11.W.1.2 (Synthesis) Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period. | 12.W.1.2 (Synthesis) Students can write a research document which will defend a position or recommend a plan of action. |
| 9.W.1.3 (Synthesis) Students can write an informational document using primary and secondary sources that are listed on a reference page. | 10.W.1.3 (Synthesis) Students can write a research document that cites sources to support a thesis. | | 12.W.1.3 (Evaluation) Students can revise a document for ideas, organization, diction, fluency, voice, and presentation. |

Indicator 2: Students can apply Standard English conventions in their writing.

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|---|---|--|---|
| 9.W.2.1 (Application) Students can revise text for the correct use of phrases. | 10.W.2.1 (Application) Students can edit text for the correct use of active and passive voice. | 11.W.2.1 (Evaluation) Students can edit text for the correct use of independent and subordinate clauses. | 12.W.2.1 (Evaluation) Students can edit a document for all conventions. |
| 9.W.2.2 (Application) Students can identify and incorporate prepositional phrases in the writing process. | 10.W.2.2 (Evaluation) Students can edit text for the correct use of pronouns and pronoun case. | 11.W.2.2 (Evaluation) Students can edit for the correct use of verbals and verbal phrases. | |
| | 10.W.2.3 (Evaluation) Students can edit text for the correct use of quotation marks and italics for quoted materials, titles, emphasized words, and dialogue. | 11.W.2.3 (Evaluation) Students can edit for the correct use of semicolons and colons. | |
| | 10.W.2.4 (Application) Students can identify and incorporate conjunctions in the writing process. | 11.W.2.4 (Evaluation) Students can edit for correct use of parentheses, dashes, hyphens, and ellipses. | |

Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|--|---|---|
| 9.LVS.1.1 (Analysis) Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence. | 10.LVS.1.1 (Analysis) Students can analyze visual and auditory impact on the credibility and reliability of the message. | 11.LVS.1.1 (Evaluation) Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain. | 12.LVS.1.1 (Evaluation) Students can evaluate diction, tone, and syntax used in communication. |
| 9.LVS.1.2 (Synthesis) Students can implement organizational methods for informative presentations. | 10.LVS.1.2 (Evaluation) Students can evaluate the effectiveness of arguments used by speakers. | 11.LVS.1.2 (Evaluation) Students can evaluate logical and critical thinking used in communication. | 12.LVS.1.2 (Evaluation) Students can evaluate the interactions between society and media. |
| 9.LVS.1.3 (Application) Students can clarify and defend positions with precise and relevant evidence within an informal setting. | 10.LVS.1.3 (Analysis) Students can analyze how verbal and nonverbal communication can influence the interpretation of the message. | 11.LVS.1.3 (Application) Students can implement rhetorical devices in oral presentations. | 12.LVS.1.3 (Synthesis) Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain. |
| 9.LVS.1.4 (Application) Students can support a presentation with audio/visual aids and technology considering audience and purpose. | 10.LVS.1.4 (Application) Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech. | | |

| | | | |
|--|--|--|--|
| | 10.LVS.1.5 (Synthesis) Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech. | | |
| | 10.LVS.1.6 (Evaluation) Students can evaluate the relationship among purpose, audience, and content of speeches or presentations. | | |
| | 10.LVS.1.7 (Application) Students can incorporate verbal techniques in formal speeches or presentations. | | |
| | 10.LVS.1.8 (Synthesis) Students can construct and deliver a variety of formal speeches or presentations. | | |

Writing Standards

Indicator 1: Students can apply the writing process to compose text.

| |
|--|
| Kindergarten |
| K.W.1.1 (Application) Students can draw a picture and write a simple sentence about the picture. |
| 1st Grade |
| 1.W.1.1 (Application) Students can illustrate and write text to express thoughts and ideas. |
| 1.W.1.2 (Application) Students can include details in pictures and writing. |
| 2nd Grade |
| 2.W.1.1 (Synthesis) Students can write three related sentences. |
| 2.W.1.2 (Application) Students can write a friendly letter. |
| 2.W.1.3 (Application) Students can write questions and statements. |
| 3rd Grade |
| 3.W.1.1 (Knowledge) Students can write statements, questions, commands, and exclamations. |
| 3.W.1.2 (Application) Students can identify a topic sentence, supporting details, and a conclusion in a paragraph. |
| 3.W.1.3 (Application) Students can write a paragraph using supporting details. |
| 3.W.1.4 (Application) Students can write a friendly letter, thank you notes, and invitations. |
| 4th Grade |
| 4.W.1.1 (Synthesis) Students can express ideas, personal thoughts, and observations in response to literature. |
| 4.W.1.2 (Synthesis) Students can create sentences using words that describe, explain, or provide additional details and connections. |
| 4.W.1.3 (Synthesis) Students can compose a paragraph with a topic sentence, supporting details, and a conclusion. |
| 5th Grade |
| 5.W.1.1 (Application) Students can compose narrative, descriptive, expository, and persuasive text of one paragraph. |
| 5.W.1.2 (Synthesis) Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing. |
| 6th Grade |
| 6.W.1.1 (Synthesis) Students can compose narrative and descriptive text of three paragraphs. |
| 6.W.1.2 (Evaluation) Students can revise the organization in narrative and descriptive writing. |
| 6.W.1.3 (Application) Students can identify purpose and audience in writing. |
| 6.W.1.4 (Application) Students can summarize information from references to compose text. |
| 7th Grade |
| 7.W.1.1 (Synthesis) Students can compose expository and persuasive text of three paragraphs. |
| 7.W.1.2 (Evaluation) Students can revise word choice in writing. |
| 7.W.1.3 (Evaluation) Students can select language and style for writing. |
| 7.W.1.4 (Synthesis) Students can summarize and paraphrase information from references to compose text. |

| 8th Grade |
|---|
| 8.W.1.1 (Synthesis) Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs. |
| 8.W.1.2 (Evaluation) Students can revise writing for ideas and content. |
| 8.W.1.3 (Synthesis) Students can compose text using information from multiple sources to support a topic. |
| 9th Grade |
| 9.W.1.1 (Synthesis) Students can write a thesis statement for an expository or persuasive document. |
| 9.W.1.2 (Evaluation) Students can revise a document for sentence fluency. |
| 9.W.1.3 (Synthesis) Students can write an informational document using primary and secondary sources that are listed on a reference page. |
| 10th Grade |
| 10.W.1.1 (Synthesis) Students can write text using problem/solution and cause/effect organizational patterns. |
| 10.W.1.2 (Evaluation) Students can revise a document for voice. |
| 10.W.1.3 (Synthesis) Students can write a research document that cites sources to support a thesis. |
| 11th Grade |
| 11.W.1.1 (Synthesis) Students can write text using comparison/contrast organizational patterns. |
| 11.W.1.2 (Synthesis) Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period. |
| 12th Grade |
| 12.W.1.1 (Synthesis) Students can generate correspondence for workplace or academic settings. |
| 12.W.1.2 (Synthesis) Students can write a research document which will defend a position or recommend a plan of action. |
| 12.W.1.3 (Evaluation) Students can revise a document for ideas, organization, diction, fluency, voice, and presentation. |

Writing Standards

Indicator 2: Students can apply Standard English conventions in their writing.

| Kindergarten |
|--|
| K.W.2.1 (Application) Students can write a simple sentence using a capital letter and phonetic spelling. |
| K.W.2.2 (Application) Students can write the letters that match sounds in words. |
| K.W.2.3 (Application) Students can write upper- and lower-case letters. |
| 1st Grade |
| 1.W.2.1 (Application) Students can write complete sentences using capital letters and periods. |
| 1.W.2.2 (Application) Students can correctly spell three- and four-letter words and high-frequency words. |
| 1.W.2.3 (Application) Students can write legibly and space words within a sentence. |
| 2nd Grade |
| 2.W.2.1 (Application) Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter. |
| 2.W.2.2 (Application) Students can capitalize proper names, days of the week and months of the year when writing. |
| 2.W.2.3 (Application) Students can spell high-frequency as well as words with phonetic elements. |
| 2.W.2.4 (Application) Students can form letters accurately, and space words and sentences correctly. |
| 3rd Grade |
| 3.W.2.1 (Knowledge) Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people. |
| 3.W.2.2 (Application) Students can use commas when writing dates, city and state, and items in a series. |
| 3.W.2.3 (Application) Students can write in manuscript and/or cursive with proper spacing of words and sentences. |
| 3.W.2.4 (Application) Students can identify and incorporate interjections in the writing process. |
| 4th Grade |
| 4.W.2.1 (Application) Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations. |
| 4.W.2.2. (Application) Students can identify and incorporate nouns in the writing process. |
| 5th Grade |
| 5.W.2.1 (Application) Students can punctuate and capitalize text including dialogue.. |
| 5.W.2.2 (Synthesis)) Students can identify and incorporate verbs in the writing process. |
| 6th Grade |
| 6.W.2.1 (Application) Students can edit text for subject-verb agreement. |
| 6.W.2.2 (Application) Students can identify and incorporate pronouns in the writing process. |
| 7th Grade |
| 7.W.2.1 (Application) Students can edit text for verb tense agreement. |
| 7.W.2.2 (Application) Students can identify and incorporate adjectives in the writing process. |
| 8th Grade |
| 8.W.2.1 (Application) Students can edit text for run-on sentences and fragments. |
| 8.W.2.2 (Application) Students can identify and incorporate adverbs in the writing process. |

| 9th Grade |
|--|
| 9.W.2.1 (Application) Students can revise text for the correct use of phrases. |
| 9.W.2.2 (Application) Students can identify and incorporate prepositional phrases in the writing process. |
| 10th Grade |
| 10.W.2.1 (Application) Students can edit text for the correct use of active and passive voice. |
| 10.W.2.2 (Evaluation) Students can edit text for the correct use of pronouns and pronoun case. |
| 10.W.2.3 (Evaluation) Students can edit text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue. |
| 10.W.2.4 (Application) Students can identify and incorporate conjunctions in the writing process. |
| 11th Grade |
| 11.W.2.1 (Evaluation) Students can edit text for the correct use of independent and subordinate clauses. |
| 11.W.2.2 (Evaluation) Students can edit for the correct use of verbals and verbal phrases. |
| 11.W.2.3 (Evaluation) Students can edit for the correct use of semicolons and colons. |
| 11.W.2.4 (Evaluation) Students can edit for correct use of parentheses, dashes, hyphens, and ellipses. |
| 12th Grade |
| 12.W.2.1 (Evaluation) Students can edit a document for all conventions. |

Listening, Viewing, And Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

| Kindergarten |
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| K.LVS.1.1 (Knowledge) Students can follow simple two-step oral directions. |
| K.LVS.1.2 (Application) Students can follow rules of conversation in group situations. |
| K.LVS.1.3 (Application) Students can identify different facial expressions, body language, and signals. |
| K.LVS.1.4 (Application) Students can use patterns and picture organizers to remember everyday information. |
| K.LVS.1.5 (Comprehension) Students can speak in complete sentences to tell about people, places, or things. |
| K.LVS.1.6 (Application) Students can contribute to group discussions on a topic. |
| K.LVS.1.7 (Application) Students can tell about an experience or story in sequence with or without visual aids. |
| K.LVS.1.8 (Knowledge) Students can recite short poems, rhymes, songs and stories with repeated patterns. |
| K.LVS.1.9 (Knowledge) Students can identify personal and emergency information. |
| 1st Grade |
| 1.LVS.1.1 (Application) Students can repeat and follow three-step oral directions. |
| 1.LVS.1.2 (Application) Students can follow the rules of conversation in a group situation. |
| 1.LVS.1.3 (Application) Students can utilize visual organizers which include words for listening and viewing. |
| 1.LVS.1.4 (Comprehension) Students can tell stories in sequence with details. |
| 1.LVS.1.5 (Synthesis) Students can express ideas in complete sentences using correct grammar. |
| 1.LVS.1.6 (Comprehension) Students can answer questions related to the topic. |
| 1.LVS.1.7 (Knowledge) Students can tell extended personal information. |
| 2nd Grade |
| 2.LVS.1.1 (Application) Students can repeat and follow simple four-step oral directions. |
| 2.LVS.1.2 (Application) Students can follow rules of conversation and respond appropriately. |
| 2.LVS.1.3 (Analysis) Students can utilize graphic organizers to organize information gained through listening or viewing. |
| 2.LVS.1.4 (Synthesis) Students can deliver information on topics using facts and details. |
| 2.LVS.1.5 (Application) Students can express ideas using content area vocabulary. |
| 2.LVS.1.6 (Analysis) Students can ask and respond to questions related to the topic. |
| 3rd Grade |
| 3.LVS.1.1 (Knowledge) Students can incorporate listening and viewing strategies to identify the content of the presentation. |
| 3.LVS.1.2 (Comprehension) Students can recall the content of a visual and auditory presentation. |
| 3.LVS.1.3 (Synthesis) Students can deliver a presentation incorporating descriptive vocabulary. |
| 3.LVS.1.4 (Application) Students can demonstrate presentation skills. |

| 4th Grade |
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| 4.LVS.1.1 (Application) Students can identify and explain the purpose of the presentation through listening and viewing. |
| 4.LVS.1.2 (Comprehension) Students can record and explain information while listening and viewing. |
| 4.LVS.1.3 (Synthesis) Students can express ideas and convey information in an oral presentation. |
| 4.LVS.1.4 (Synthesis) Students can incorporate expanding vocabularies into a formal presentation. |
| 4.LVS.1.5 (Synthesis) Students can integrate nonverbal techniques in oral communication. |
| 5th Grade |
| 5.LVS.1.1 (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing. |
| 5.LVS.1.2 (Comprehension) Students can explain the purpose and content of the presentation. |
| 5.LVS.1.3 (Application) Students can select and organize relevant information gathered through listening and viewing. |
| 5.LVS.1.4 (Application) Students can deliver a narrative oral presentation. |
| 6th Grade |
| 6.LVS.1.1 (Comprehension) Students can interpret the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues. |
| 6.LVS.1.2 (Application) Students can organize and present narrative and informative presentations using main ideas and supporting details. |
| 6.LVS.1.3 (Knowledge) Students can identify facts and opinions in auditory and visual information. |
| 7th Grade |
| 7.LVS.1.1 (Evaluation) Students can evaluate the purpose and content of the presentation using listening and viewing skills. |
| 7.LVS.1.2 (Comprehension) Students can express orally how audience and purpose influence speech format. |
| 7.LVS.1.3 (Synthesis) Students can create clear and organized descriptive, informative, and narrative presentations. |
| 7.LVS.1.4 (Evaluation) Students can evaluate the use of facts and opinions expressed in auditory and visual information. |
| 8th Grade |
| 8.LVS.1.1 (Evaluation) Students can evaluate information in auditory and visual communication. |
| 8.LVS.1.2 (Analysis) Students can analyze audio/visual aids in presentations. |
| 8.LVS.1.3 (Application) Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose. |
| 8.LVS.1.4 (Synthesis) Students can deliver a persuasive presentation. |
| 9th Grade |
| 9.LVS.1.1 (Analysis) Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence. |
| 9.LVS.1.2 (Synthesis) Students can implement organizational methods for informative presentations. |
| 9.LVS.1.3 (Application) Students can clarify and defend positions with precise and relevant evidence within an informal setting. |
| 9.LVS.1.4 (Application) Students can support a presentation with audio/visual aids and technology considering audience and purpose. |

| 10th Grade |
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| 10.LVS.1.1 (Analysis) Students can analyze visual and auditory impact on the credibility and reliability of the message. |
| 10.LVS.1.2 (Evaluation) Students can evaluate the effectiveness of arguments used by speakers. |
| 10.LVS.1.3 (Analysis) Students can analyze how verbal and nonverbal communication can influence the interpretation of the message. |
| 10.LVS.1.4 (Application) Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech. |
| 10.LVS.1.5 (Synthesis) Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech. |
| 10.LVS.1.6 (Evaluation) Students can evaluate the relationship among purpose, audience, and content of speeches or presentations. |
| 10.LVS.1.7 (Application) Students can incorporate verbal techniques in formal speeches or presentations. |
| 10.LVS.1.8 (Synthesis) Students can construct and deliver a variety of formal speeches or presentations. |
| 11th Grade |
| 11.LVS.1.1 (Evaluation) Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain. |
| 11.LVS.1.2 (Evaluation) Students can evaluate logical and critical thinking used in communication. |
| 11.LVS.1.3 (Application) Students can implement rhetorical devices in oral presentations. |
| 12th Grade |
| 12.LVS.1.1 (Evaluation) Students can evaluate diction, tone, and syntax used in communication. |
| 12.LVS.1.2 (Evaluation) Students can evaluate the interactions between society and media. |
| 12.LVS.1.3 (Synthesis) Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain. |